

2012-2013 LONG SIGNATURE SHEET

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Proposal Number: REEL 9-28-2012

Proposal Title New Course Proposal and Course Substitution for the Graduate Certificate in Elementary Education

Originating Department Department of Reading and Elementary Education

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE_X____ UNDERGRADUATE & GRADUATE _____

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			<i>Approved</i>	<u>DEPARTMENT CHAIR</u> <u>Janice Hinson</u>
				<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>
<i>Not Applicable to COED</i>	<i>Not Applicable to COED</i>	<i>Not Applicable to COED</i>		<u>COLLEGE FACULTY CHAIR</u> <i>(Not applicable in the College of Education)</i>
				<u>COLLEGE DEAN</u>
				<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> <i>(for undergraduate courses)</i>
				<u>GRADUATE COUNCIL CHAIR</u> <i>(for graduate courses)</i>
				<u>FACULTY GOVERNANCE SECRETARY</u> <i>(noting Faculty Council approval on Consent Calendar)</i>
				<u>FACULTY EXECUTIVE COMMITTEE</u> <i>(if decision is appealed)</i>



LONG FORM

COURSE AND CURRICULUM PROPOSAL

*To:

From: Dr. Janice Hinson, Chair, Department of Reading and Elementary Education

Date: September 16, 2012

Re: New Course Proposal and Course Substitution for the Graduate Certificate in Elementary Education.

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

University of North Carolina at Charlotte

New Course Proposal for the Graduate Certificate in Elementary Education

**Curriculum Proposal from: The Department of Reading and Elementary Education,
College of Education**

TITLE: New course to replace an existing course (EDUC 5100) in the Graduate Certificate in Elementary Education:

New Course Title: ELED 5202: Integrating Curriculum for Diverse Elementary School Learners (3)

II. CONTENT OF PROPOSAL

A. PROPOSAL SUMMARY AND CATALOG COPY.

1. SUMMARY.

The Graduate Certificate program in Elementary Education proposes to add one new course: ELED 5202: Integrating Curriculum for Diverse Elementary School Learners. This course would replace an existing course now offered: *EDUC 5100: Diverse Learners*. In response to the North Carolina State Board of Education's mandate to revise all programs to align with the North Carolina Professional Teaching Standards, the program coursework for Graduate Certificate in Elementary Education was revised and implemented in the fall 2010. After two academic years of program implementation, it became clear to faculty that EDUC 5100 was not serving the needs of students because it did not emphasize how to design lesson plans for diverse learners. The new course would incorporate content from EDUC 5100 on identification and needs of all elementary learners and would focus on curriculum development and integration for the diverse learning needs in an elementary classroom.

B. JUSTIFICATION

1. Need: ELED 5202: Integrating Curriculum for Diverse Elementary School Learners: As part of the NC State Board of Education mandate to review and revise our elementary education graduate certificate degree program, ELED 5100, Intensive Orientation to Teaching, was dropped from course offerings and replaced with ELED 5101: Child Development and Instructional Design for Elementary School Learners. A component of ELED 5100 focused on integrating curriculum. This component was moved to READ 5300. Feedback from elementary education faculty and current UNC Charlotte students indicate that integrating instruction needs to be taught earlier in the program and needs to focus on meeting the needs of all elementary school learners. Feedback from EDUC 5100 (elementary section) stated that this course needed to be a continuation of the instruction given in ELED 5101: Child Development and Instructional Design for Elementary School Learners. Thus, a redesign of EDUC 5100 became apparent. ELED 5202 is designed to achieve two goals: the study of the differentiated instructional needs of diverse learners and the ability to design curriculum that meets the needs of all students in the classroom, including those with learning differences. ELED 5202 will incorporate strategies for instruction of diverse learners and instructional differentiation methods. Additionally, this course will focus on instructional planning that meets the needs of all students in the elementary classroom and incorporates curriculum integration and 21st century skills.

2. Course Prerequisites:

- Admission to the Graduate Certificate program in elementary education.
- Successfully completion of ELED 5101: Child Development and Instructional Design for Elementary School Learners.

3. Course Numbering:

This course follows ELED 5101 : Child Development and Instructional Design for Elementary School Learners and is thus numbered ELED 5202 to emphasize that understanding in this course builds on knowledge gained in ELED 5101. Course numbers were assigned in consultation with the Reading and Elementary Education Department (REEL) Chair to reflect the graduate nature of the course and their location in the Elementary Education Graduate Certificate sequence.

4. Improvements to the scope, quality and/or efficiency of programs/instruction:

In response to the State Board of Education's mandate to revise curriculum, electronic evidences for all initial licensure candidates were implemented. One of these evidences is the Instructional Unit Plan (IUP). Currently this evidence is housed in READ 5300: Teaching Reading to Intermediate Grade Learners. Student and instructor feedback has indicated that this evidence needs to be taught earlier in the program for several reasons: a) the instructors indicated that the evidence requires extensive instructional time leaving not enough time to teach the curriculum for this course, b) under the current course sequence, this evidence and another major evidence are required during the same semester for some students, requiring a difficult workload for students, and c) students need more practice designing lessons prior to student teaching. Moving the evidence to earlier in the program better prepares students for designing lessons in later clinical experiences and spacing program requirements across semesters. ELED 5202 will be a logical extension of knowledge of lesson planning learned in ELED 5101: Child Development and Instructional Design for Elementary School Learners. Whereas ELED 5101 focuses on typical child development and designing instruction for this population, ELED 5202 will focus on teaching to the differentiated needs of the diverse population typically found in an elementary classroom. Replacing EDUC 5100 with ELED 5202 and moving the new course to the semester following completion of ELED 5101 improves the quality of instruction and addresses the needs of our students to have major program requirements spread across the program's course sequence.

C. IMPACT.

1. This course will serve students in the Graduate Certificate in Elementary Education Program.

2. Effect on existing courses and curricula:

The following course will be dropped from course offering for the elementary education graduate certificate program and replaced by the proposed course:

EDUC 5100: Diverse Learners

- a. Frequency of course offerings:
The course will be taught three times a year, during the fall, spring, and summer II semesters.
- b. How the content and/or frequency of offering of other courses are impacted:
This course substitution will not impact other courses as it is a one-to-one substitution within the program.
- c. The anticipated enrollment in course(s) added (for credit and auditors):

Since this course replaces a current course, enrollment will stay consistent with current enrollment in EDUC 5100. Course enrollment is expected to have one full section (25 students) each semester.

- d. Effect on enrollment in other courses:
Since this courses replaces an existing required course where as enrollment is high, enrollment in this course will not affect enrollment in any other course. All courses in the graduate certificate program are required as part of the program, with no electives offered; thus, enrollment in other courses will be unaffected.
- e. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.
This course has not been previously taught.
- f. No other areas of the catalog that would be affected:

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none," and explain how this determination was made.

A. Personnel: none

Current faculty members have the knowledge and expertise to teach these courses.

a. Specify requirements for new faculty, part-time teaching, student assistant and/or increased load on present faculty. None

b. List by name qualified faculty members interested in teaching the course(s).

ELED 5202: Dr. Tehia Starker

Dr. Mike Putman

Dr. Stephen Hancock

B. Physical Facility: none

C. Equipment and Supplies: none

D. Computer

Specify requirements for computer usage by students and/or faculty.

Current computer labs provided by the University are appropriate.

E. Audio-Visual

Current audio-visual equipment and media production services provide by Media Services are appropriate.

F. Other Resources

Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding. None

G. Other Funding

Indicate source(s) of funding for new/additional resources required to support this proposal. None

IV. CONSULTATION WITH OTHER DEPARTMENTS, LIBRARY OR COMMITTEES:

Attached written consultation with Library. No other departments/units affected by curriculum proposal.

V. INITIATION, ATTACHMENTS, AND CONSIDERATION OF THE PROPOSAL**A. Origination Unit:**

This proposal was presented to the faculty in REEL at the April 20, 2012 faculty meeting. The proposal was called to a vote at the September 14, 2012 meeting. It was decided that an electronic vote would be sent to all graduate faculty members in the department. The electronic ballot was sent out the following week with a deadline to vote of 5 p.m. on September 28th, 2012. The electronic vote concluded that the proposal was approved by a 14:1 majority (93.3%) of graduate faculty in REEL (Reading and Elementary Education).

B. Credit Hour: The appropriate faculty committee has reviewed the course syllabus and has determined that the assignments are sufficient to meet the University definition of a three credit hour course.

C. Attachments:

1. Library Consultation
2. Proposed syllabus
3. Proposed catalog copy
4. Academic Plan of Study: The proposed course is not related to General Education Requirements. However, a new copy of the program planning sheet is attached.
5. Student Learning Outcomes
6. Textbooks: Proposed Textbook

Attachment 1: Library Consultation

Attachment 1: Library Consultation



Consultation on Library Holdings

To: Jan Hinson, Chair - Dept. of Reading and Elementary Education
From: Judy Walker, Education/Curriculum Materials Librarian
Date: 8/6/12
RE: Consultation on Library Holdings

Course/Program: Elementary Education Graduate Certificate Course Revision:

ELED 5202: Integrating Curriculum for Diverse Elementary School Learners (3)

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** 8/6/12

Please Check One:

- Holdings are superior _____
- Holdings are adequate X
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

Since this is a revision of an existing course and incorporates elements similar to other courses in the program, we have been and are currently collecting in the areas that support this course.

Evaluator: *Judy Walker* **Date:** 8/6/12

Attachment 2: Proposed Course Syllabus**COURSE NUMBER** ELED 5202**CREDIT HOURS** 3**COURSE TITLE:** *Integrating Curriculum for Diverse Elementary School Learners***CATALOG DESCRIPTION:****ELED 5202: Integrating Curriculum for Diverse Elementary School Learners (3)**

Prerequisites: ELED 5101: Child Development and Instructional Design for Elementary School Learners. Examination of models, approaches, and best practices for effective curriculum integration for all students, including children identified with special needs, second language learners, and children performing below or above the general classroom population.

COURSE PREREQUISITES: Acceptance in the Graduate Certificate Program, ELED 5101: Child Development and Instructional Design for Elementary School Learners..

COURSE RATIONALE

- This course is part of the Phase I coursework for “Standard Professional I” level licensure in elementary education. Knowledge gained in this course builds on lesson planning strategies learned and practiced in ELED 5101: Child Development and Instructional Design for Elementary School Learners.

How/Why the Course Specifically Addresses the NCATE Standards

NCATE Standard 1 states “Candidates preparing to work in schools as teacher or other school professions know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards. Standard 1 addresses candidate knowledge, skills, and professional dispositions. By creating and integrated instruction unit plan, candidates will show their expertise in theory and practice curriculum integration and demonstrate their expertise in pedagogical content knowledge by creating lessons designed to be meaningful to students with diverse learning needs. This IUP will allow the candidate to opportunity to demonstrate their knowledge of the vast learning needs of students, an understanding of the Common Core and Essential Standards, and the ability to integrate content to enhance student learning.

NCATE addresses what elementary teachers must know and be able to do. In addition to content knowledge, the standards state the candidates must be able to integrate and apply knowledge for instruction, adaptate to diverse students, develop strategies for critical thinking and problem solving, and use their knowledge of students to foster active engagement in learning. The IUP allows candidates to demonstrate this knowledge through creation of integrated content driven lessons that

utilize creative learning strategies to meet the needs of diverse learners including those identified with special needs, are non-native English speakers, are academically gifted, and those come from diverse cultures and traditions,

How/Why the Course Specifically Addresses the NC Professional Teaching Standards (NCPTS)

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students

- Candidates demonstrate knowledge of diverse cultures Candidates select and develop lessons that counteract stereotypes and incorporate contributions
- Candidates recognize the influences on a child's development, personality, and performance.
- Candidates treat students as individuals.
- Candidates appreciate differences and value contributions by building positive, appropriate relationships.
- Candidates adapt their teaching for the benefit of students with special needs.
- Candidates engage students and ensure they meet the needs of their students through inclusion and other models of effective practice.

Standard 3: Teachers Know the Content they Teach

- Candidates align their instruction with the *Common Core and NC Essential Standards* Candidates develop and apply strategies to make the curriculum rigorous and relevant
- Candidates develop literacy skills appropriate to specialty area
- Candidates know their subject beyond the content they teach.
- Candidates direct students' curiosity into an interest in learning.
- Candidates recognize the interconnectedness of content area/disciplines.
- Candidates relate content to other disciplines.
- Candidates promote global awareness and its relevance.
- Candidates make instruction relevant to their students.

Standard 4: Teachers Facilitate Learning for Their Students

- Candidates know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- Candidates know how students think and learn.
- Candidates understand the influences on student learning and differentiate instruction.
- Candidates adapt resources to address the strengths and weaknesses of students.
- Candidates plan instruction appropriate for their students.
- Candidates respond to cultural diversity and learning needs of students .
- Candidates use a variety of instructional methods (NC PTS 4c).
- Candidates choose methods and materials as they strive to eliminate achievement gaps.
- Candidates employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.
- Candidates integrate and utilize technology in their instruction.
- Candidates help student use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

How the Course addresses the Association for Childhood Education International Elementary Education Standards (ACEI).

Standard 1: Development, Learning and Motivation

- Candidates employ a wide range of strategies and construct learning opportunities that support individual students' learning needs, development, acquisition of knowledge, and motivation.

Standard 2: Curriculum

- Through the development of an integrated unit plan, candidates demonstrate their knowledge, understanding, and appropriate use of elementary education content areas.

Standard 3: Instruction

- Candidates integrate and apply knowledge for instruction
- Candidates adapt instruction for the diverse learning needs of students

- Candidates use teaching strategies to develop students' critical thinking and problem solving skills.
- Candidates use their knowledge of students to develop strategies which actively engage learners.

How the Course addresses the College of Education Conceptual Framework:

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are starred below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. The following conceptual framework elements are addressed:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E5: Culturally competent practice
- E6: Response to diverse learners

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C3: Leadership
- C6: Professional identity and continuous growth

COURSE GOALS and OBJECTIVES

- *Upon completion of the course, the candidate will be able to:*
 1. State the rationale for providing the least restrictive placement for special needs groups.
 2. Identify the issues involved in providing school services for diverse cultures and special needs groups.
 3. Utilize knowledge of the characteristics of students with special learning needs in adapting curriculum and planning instruction.
 4. Create learning experiences based on membership in ethnic, racial, gender, language, socioeconomic, community, and family groups to help all children achieve high levels of learning.
 5. Enhance the variety and quality of instructional practices through the use on academic interventions that support high levels of achievement for low-income minority and English Language Learners .
 6. Demonstrate knowledge of links between content areas by relating content to other disciplines.
 7. Use appropriate research-based practices and material to meet the needs of all students.
 8. Develop lesson based on state and national standards that are supportive of students' critical thinking.
 9. Integrate 21st century skills and content in instruction.
 10. Integrate technology and practices of multimodal literacies with instruction to maximize students' learning.
 11. Organize student learning teams for the purpose of learning content and developing cooperation, collaboration, and student leadership.
 12. Become familiar with the characteristics and multiple intelligences and learning styles of diverse students and develop techniques to meet their learning needs.
 13. Develop a cultural knowledge base about students to assess differences.
 14. Synthesize and utilize information in lesson design about the over and underrepresentation of students in special education and gifted education based on classroom management implications
 15. Synthesize and utilize information about the needs of gifted learners.
 16. Examine school policies and other educational enterprises that may perpetuate discriminatory practices.

Alignment of Course Goals and Objectives with College, State, and National Standards									
Course Goals and Objectives	Conceptual Framework			NC Professional Teaching Standards			ACEI Standards		
	Knowledge	Effectiveness	Commitment	Respectful Learning Environments	Teachers Know the Content	Teachers Facilitate Learning	Development, Learning, Motivation	Curriculum	Instruction
1. Rational for least restrictive environment.	x			x		x	x		
2. Issues in providing services for diverse groups	x			x	x		x	x	
3. Adapting curriculum and planning for special needs		x		x	x	x	x	x	x
4. Creating learning experiences based on group membership.		x		x	x	x	x	x	x
5. Variety of instructional practices for low income, ESL, and minority groups.		x		x	x	x	x	x	x
6. Develop interdisciplinary instruction	x	x		x	x	x	x	x	x
7. Use research based practices to meet learning needs	x			x	x	x	x	x	x
8. Develop lessons based on standards that support critical thinking.	x	x		x	x	x	x	x	x
9. Integrate 21 st century skills in instruction	x	x		x	x	x	x	x	x
10. Integrate technology with instruction		x		x		x	x		x
11. Organize student learning teams for learning		x		x		x	x	x	x
12. Demonstrate lesson design based on learning styles and multiple intelligences	x	x		x		x	x	x	x
13. Develop cultural knowledge about student differences.	x		x			x	x	x	x
14. Synthesize and utilize information in lesson design about needs of special education students		x	x	x	x	x	x	x	x
15. Synthesize and utilize information in lesson design about needs of gifted students		x	x	x		x	x	x	
16. Examine school policies that may perpetuate discriminatory practices.			x	x		x	x		

INSTRUCTIONAL METHODS

- This course will be offered on campus (lecture) summer, fall and spring semesters, as needed.

OUTLINE OF COURSE CONTENTS

Week 1	Course syllabus; learning differences overview
Week 2	Special Education Students: Differences defined
Week 3	504s and IEPs
Week 4	Academically Gifted Learners
Week 5	The English Language Learners
Week 6	Cultural Differences that affect learning
Week 7	Students with Behavior Issues
Week 8	Mid Term Exam
Week 9	What is differentiated instruction?
Week 10	Strategies for whole class instruction
Week 11	Tiered Learning
Week 12	Grouping for learning
Week 13	Learning Styles
Week 14	Multiple Intelligences
Week 15	Strategies for differentiation
Week 16	Final exam

ILLUSTRATIVE COURSE ACTIVITIES

- Course assignments
- Discussions as outlined above
- Development of the Instructional Unit Plan (IUP) Electronic Evidence 3
- Test of lesson modules
- In-class reflections

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Describe or list methods and criteria for evaluating candidates' achievement of course objectives. If relevant, describe the assessments within the course that are required as part of the College's Comprehensive Candidate Assessment Plan.

- **Descriptions of the Instructional Unit Plan (IUP) Electronic Evidence #3.**
The Instructional Unit Plan (IUP) is Evidence #3 for “Standard Professional I” level licensure in elementary education. The IUP will be evaluated by the course instructor using a rubric developed by faculty in the program. The rubric will address the following elements: general description of the unit, statement of theme, context of the unit and lesson alignment, description of students, collaboration with professional colleagues, lesson plans, illustration of curriculum integration, and a unit reflection. The IUP rubric will address these components in their ability to illustrate teacher leadership, establishment of a respectable environment for diverse learning, and demonstration of knowledge of content
- **Exams:**
 - Examinations on the learning needs of students with disabilities, as well as students that are English language learners, academically gifted, and including students at risk for school failure, individuals from culturally and linguistically diverse backgrounds, and students with behavior issues.
- **In-Class reflective writing:** The content of this course generates significant discussion on topics related to teacher beliefs, needs of individual learners, and cultural differences. Reflective writing provides an opportunity to respond to readings, class discussions and activities.

The Department of Reading and Elementary Education adopted a 7 point grading scale

- Integrated Instructional Unit Plan is 50% (of grade to ensure successful proficiency of evidence and move on to next class)
- Exams are 30%
- Reflective writings are 10%
- Attendance/Participation/Dispositions are 10%

Grading Scale: The final course grade is calculated using the point designations included in the above description of assignments. Final grades are assigned based on a percentage of those total points.

A= 93 – 100%

B= 85 – 92%

C= 78 – 84%

U = 77% and below

- **Credit Hour Statement:** This 3-credit course requires three hours of classroom or direct faculty instruction and six hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, written assignments, and studying for quizzes and exams.

Possible Textbooks:

- Nieto, S. (2004). *Affirming Diversity. The Sociopolitical Context of Multicultural Education.* Boston: Allyn and Bacon.
- Kryza, K., Duncan, A. and Stephens, S. (2010). *Differentiation for Real Classrooms: making it Simple, Making it Work.* Corwin: Thousand Oaks, CA.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

- **Instructor Absence:** If the instructor is late in arriving to class, students must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.
- **Attendance Policy:** Students are expected to attend all classes. One absence may be excused. Additional absences will negatively impact the final course grade.
- **Cell phone policy:** The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.
- **Computer use:** Students are permitted to use computers during class for note-taking and other class-related work **only**. In-class use of the internet is not allowed unless specifically required by the instructor. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.
- **The UNC Charlotte Code of Student Responsibility.** The purpose of the student conduct code is to maintain a campus community conducive to a positive learning environment. Consistent with this purpose, intentional efforts are made to foster the personal, social and ethical development of those students whose behavior is in conflict with University expectations, both in and out of the classroom. Please visit <http://www.legal.uncc.edu/policies/ps-104.html> to detail behavior unacceptable in classrooms.
- **Accommodating Students with Disabilities.** Any student in this course who has a *documented* disability that may prevent him/her from fully demonstrating his/her abilities should contact the instructor as soon as possible to discuss accommodations that are necessary to ensure his/her full participation and to facilitate his/her educational and professional development. If you have any further questions, visit <http://www.ds.uncc.edu/StudentServices/>
- All students are required to read and abide by the **Code of Student Academic Integrity**. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>

The UNC Charlotte Code of Student Academic Integrity applies to this course. All students are expected to abide by the UNC Charlotte *Code of Academic Integrity*. The following conduct is prohibited in the *Code*:

- A. **Cheating.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during and academic exercise.
- B. **Fabrication and Falsification.** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- C. **Multiple Submissions.** The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

- D. **Plagiarism.** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when ideas, information, etc. are common knowledge.
 - E. **Abuse of Academic Materials.** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
 - F. **Complicity in Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Diversity Statement:** All students are required to read and abide by the College of Education Diversity Commitment. This Code is available online at: http://education.uncc.edu/coe/diversity_statement.htm

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

- **Inclement Weather:** In the event of severe inclement weather, the University will operate on its normal schedules unless the Chancellor (or appropriate designee) publicly announces otherwise. Faculty, students, and staff are expected to use personal judgment concerning travel safety when the weather is inclement. In the event of extreme emergency conditions, every possible effort will be made to communicate procedures to be followed by the University community. A telephone number (704-687-2877) has been established to provide a recorded announcement to answer inquiries regarding the status of campus conditions during inclement weather.

Attachment 3: Proposed Catalog Copy

For a new course or revisions to an existing course, check all the statements that apply:

- This course will be cross listed with another course.
- ✓ There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- ✓ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

Catalog Copy

Degree Requirements

Phase I/ Graduate Certificate Required Courses (27 hours)

ELED 5101 Child Development and Instructional Design for Elementary School Learners (3)

~~EDUC 5100 Diverse Learners (3)~~ [ELED 5202: Integrating Curriculum for Diverse Elementary School Learners \(3\)](#)

ELED 5201 Teaching Mathematics (3)

READ 5200 Teaching Reading to Primary (Grades K-2) Grade Learners (3)

READ 5300 Teaching Reading to Intermediate (Grades 3-6) Grade Learners (3)

ELED 5301 Assessing, Modifying, and Integrating Math (3)

ELED 5400 Teaching and Integrating Science (3)

ELED 5401 Teaching and Integrating Social Studies (3)

ELED 6470 Graduate Student Teaching/Internship in Elementary Education (3)*

**Must be taken in the final semester for the initial licensure program. Can be taken with ELED 5400.*

GRADUATE CERTIFICATE IN TEACHING: ELEMENTARY EDUCATION

The Graduate Certificate in Teaching: Elementary Education is a 27 semester-hour program designed for students who hold a bachelor's degree. Upon successful completion of the Graduate Certificate, students are eligible for the North Carolina Standard Professional I teaching license.

The required courses for the Graduate Certificate are identical to Phase I of the M.A.T. Upon completion of the Graduate Certificate, qualified students have the option of continuing into Phase II to complete the M.A.T. Admission to the Graduate Certificate is

separate and distinct from admission to a graduate degree program and not an indication of automatic admission to the M.A.T. degree program. For more information on this option, refer to the M.A.T. section above.

All courses for the Graduate Certificate must be **College of Education 233**

UNC Charlotte Graduate Catalog □ 2012-2013 completed within four years.

General Requirements for Admission to the Graduate School

Please refer to the information found in The Graduate School section of this *Catalog*.

Admission Requirements for all Graduate Certificates in Teaching programs

- 1) An undergraduate degree from a regionally accredited four-year institution
- 2) A cumulative undergraduate GPA of 3.0. [For alternative ways to demonstrate academic competence, contact the Teacher Education Advising, Licensure, and Recruitment (TEALR) Office]
- 3) Three recommendations from persons knowledgeable of your interaction with children or youth
- 4) Statement of purpose
- 5) Clear criminal background check
- 6) Apply online at graduateschool.uncc.edu

Program Requirements

Required Courses

ELED 5101 Child Development and Instructional Design for Elementary School Learners (3)

~~EDUC 5100 Diverse Learners (3)~~ [ELED 5202: Integrating Curriculum for Diverse Elementary School Learners](#)

ELED 5201 Teaching Mathematics (3)

READ 5200 Teaching Reading to Primary (Gr. K-2) Grade Learners (3)

READ 5300 Teaching Reading to Intermediate (Gr. 3-6) Grade Learners (3)

ELED 5301 Assessing, Modifying, and Integrating Math (3)**

ELED 5400 Teaching and Integrating Science (3)

ELED 5401 Teaching and Integrating Social Studies (3)

ELED 6470 Graduate Student Teaching/Internship in Elementary Education (3)*

**Must be taken in the final semester for the initial licensure program. Can be taken with ELED 5400.*

***May substitute ELED 6255 for ELED 5301*

COURSES IN ELEMENTARY EDUCATION

Education (EDUC)

~~EDUC 5100. Diverse Learners. (3) Strategies for adapting instruction to meet the learning needs of all members of middle or secondary classrooms,~~

~~including students at risk for school failure, individuals from culturally and linguistically diverse backgrounds, gifted students, and students with disabilities. Requires 20 hours of clinical experiences. (Fall, Spring, Summer)~~

Elementary Education (ELED)

ELED 5101. Child Development and Instructional Design for Elementary School Learners. (3)

Prerequisite: Admittance into Elementary Education Graduate Certificate in Teaching program. Models of child development and learning theories with application for the design of instruction for elementary education learner. *Requires extensive clinical experiences.*

ELED 5201. Teaching Mathematics. (3) Basic methodology in teaching mathematics from a constructivist perspective, with examination of other perspectives related to major models of teaching. Examination of the K-6 mathematics curriculum and instructional materials with reference to curriculum integration and to developmental stages of learning and the impact of diversity in mathematics instruction. Emphasis on basic, effective teaching strategies and organizational patterns expected to be used in the schools. Includes attention to prospective teachers' mathematical knowledge. *Requires extensive clinical experiences.*

ELED 5202: Integrating Curriculum for Diverse Elementary School Learners (3)

Prerequisites: ELED 5101: Child Development and Instructional Design for Elementary School Learners. Examination of models, approaches, and best practices for effective curriculum integration for all students, including children identified with special needs, second language learners, and students performing above or below the general classroom population. (Spring/Fall/Summer)

ELED 5301. Assessing, Modifying, and Integrating Mathematics Instruction. (3)

Application, refinement, and expansion of pedagogical knowledge gained in the first mathematics pedagogy course, with focus upon assessment of student learning, evaluation of effectiveness of instruction, and modification of methods and materials for diverse learners. Closer examination of performance expectations by grade level, EOG testing, and effective instruction for struggling learners. Continued expectation for curriculum integration and use of models of teaching as an organizer for understanding instruction, assessment, and modifications. Applications of technology in mathematics instruction. Design, implementation, and evaluation of math lessons and brief mathematics-centered integrated unit. *Requires extensive clinical experience.*

Attachment 4: Program Planning Sheet: Effective Summer 2013

<u>Elementary Education</u> <u>Master of Arts in Teaching (MAT) Degree Requirements</u> 39 Graduate Credit Hours			
PHASE I. Graduate Certificate in Teaching for Elementary Education			
Requirements (27hrs) <i>All requirements in PHASE I must be completed before beginning PHASE 2</i>			
	Semester	Grade	Electronic Evidences Grad Cert
ELED 5101: Child Development & Instructional Design for Elem. School Learners (3) <i>(ELED 5101 is a prerequisite for all other courses)</i>			
EDUC 5201: Teaching Math (3) <i>(ELED 5201 must be taken with or after ELED 5101)</i>			
READ 5200: Teaching Reading to Primary (Gr. K-2) Grade Learners (3) <i>(READ 5200 is a prerequisite for READ 5300)</i>			EE6A
ELED 5202: Integrating Curriculum for Diverse Elementary School Learners (3) <i>(ELED 5201 is a prerequisite for ELED 5202)</i>			EE3
READ 5300: Teaching Reading to Intermediate (Gr. 3-6) Grade Learners (3) <i>(READ 5200 is a prerequisite for READ 5300)</i>			
ELED 5301: Assessing, Modifying, and Integrating Math <i>(ELED 5201 is a prerequisite for ELED 5301)</i> <i>(ELED 6255 Math Camp is a substitute for this class)</i>			
ELED 5400: Teaching and Integrating Science (3)			
ELED 5401: Teaching and Integrating Social Studies (3)			EE2
ELED 6470: Graduate Student Teaching/Internship in Elementary Education (3)	Final semester in the Grad Cert program		EE1 EE4 EE5 EE6B
PHASE 2: Completion of the MAT Degree			
Requirements (12 hrs)			
	Semester	Grade	Electronic Evidences MAT
RSCH 6101: Introduction to Educational Research (3)	_____	_____	
ELED 6202: Classroom Management and Leadership for Diverse Learners (3)*(fall only)	_____	_____	EE1
ELED 6203: Instructional Differentiation for 21 st Century Learners (3)* (spring only)	_____	_____	EE2A
ELED 6303: Teacher Inquiry & Data Analysis in the Elementary Classroom (3) *(spring only)	final semester	_____	EE 2B

Attachment 5: Student Learning Outcomes

The [Instructional Unit Plan](#) (IUP), currently an assignment is implemented in READ 5300 (Teaching Reading to Intermediate Grade Learners) will move to ELED 5202: Integrating Curriculum for Diverse Elementary School Learners. This course will be a required course for all teacher candidates in the Graduate Certificate in Elementary Education Program and will be taken at least two semesters prior to student teaching. The work product requires candidate to develop a unit of instruction integrating content across the curriculum. Thus, this proposed course is a better fit than the current course which emphasized literacy instruction only. The IUP will not change and thus, other than which course it is taught and implemented, this change will not impact SLOs.

Attachment 6: Textbook Costs

Texts used will be used each semester so that students have the option of selling the book or buying a used book. If electronic editions become available, this option will also be offered to students.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair

From: DiBiase, Warren

Sent: Thursday, October 11, 2012 2:40 PM

To: Spooner, Melba; Luce, Christy

Cc: Hinson, Janice

Subject: RE: consultation with Dr. DiBiase on dropping EDUC 5100 from the Graduate Certificate in Elementary Education

This email is to confirm that I met with Dr. Christy Luce on October 11, 2012 and discussed dropping EDUC 5100 from the Graduate Certificate in Elementary Education and replacing with the new course ELED 5202: Integrating Curriculum for Diverse Elementary School Learners. Because Reading and Elementary Education staffed their own sections of this course, we agreed that the Department of Middle, Secondary, and K-12 (MDSK) programs would be unaffected by this change.

Thank you-

wjdibiase



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